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-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Oldham County High School

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187

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School Enrollment: 1247

Our School Council

David Weedman	Cathy Thompson
Debbie Thompson	Tony Simpson
Madonna Ringswald	Grace Mckeel

Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

NMCBP000733
TO THE PARENTS OF:

Other Important Information About Our School

State Contest Results: SSA, Show, and Madrigal choirs received distinguished ratings at KMEA District Festival.14 students were selected to the 2005 Kentucky All-State Choir. Varsity Cheerleaders 1st Place Grand Champion Large Coed Varsity at N.C.A. Winter Regional Competition. FFA State Champion CDE Team - Floriculture - National Finalist, State Champion CDE Team - Environmental & Natural Resources - National Finalist, State Champion CDE Team -Agronomy National Finalist.

Extracurricular Activities: Art Club,French Club,Spanish Club,Pep Club,Band,Beta Club,Junior Beta Club,Drama Club,Literary Club,Newspaper,Yearbook,Broadcast Journalism, Speech/Debate,Academic Team,Choir,National Honor Society,National Art Honor Society,Dance,Y Club,Anime Club,FBLA,FFA,FCA,FHA,FEA,Girls and Boys athletic teams in: Basketball,Cross Country,Track,Golf,Tennis,Soccer,Swimming. Other athletic programs include:Cheerleading,Softball, Volleyball,Lacrosse,Baseball,Football and Wrestling.

Awards & Recognitions: Kentucky and National Blue Ribbon School of Excellence; 9 Governor’s Scholars; 1 student selected for GSA; Softball- 8th Region Champion, State Tournament Elite Eight; boys and girls cross country teams both finished top ten in the 3A state meet. 3 runners on the all-state academic team; Boys Soccer-Regional Champion, two honorable mention all-state athletes;Girls Soccer- 1 student first team All-State.3 choirs received distinguished ratings at KMEA.

What We are Doing to Improve: Oldham County High School is continually striving to improve teacher delivery and student performance. We continue to train teachers in differentiated instructional methods to ensure that all student’s learning styles are addressed. To improve transition from middle school to high school and reduce ninth grade retentions, we have developed a Freshman Program of academic scheduling and enrichment time.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	312	93.16	311	94.64	274	91.8	313	88.43
White	293	93.99	288	95.94	261	92.76	294	89.93
African American	5	NA	15	72.28	5	NA	7	NA
Asian	2	NA	1	NA	2	NA	2	NA
Hispanic	6	NA	5	NA	5	NA	4	NA
Free/Red. Lunch	33	79.93	49	74.45	35	49.22	40	65.68
Non-Free/Red. Lunch	279	94.71	262	98.41	239	98.05	273	91.76
Limited English	6	NA	2	NA	6	NA	2	NA
Non-Limited English	306	93.73	308	94.92	268	92.55	309	89.02
Disability	33	54.81	29	61.65	24	44.96	38	56.52
No Disability	279	97.69	282	98.04	250	96.31	275	92.84
Male	157	86.67	157	87.38	133	93.75	155	87.84
Female	154	99.48	154	102.06	141	89.98	158	89.01
Students Excluded	1	NA	2	NA	2	NA	2	NA

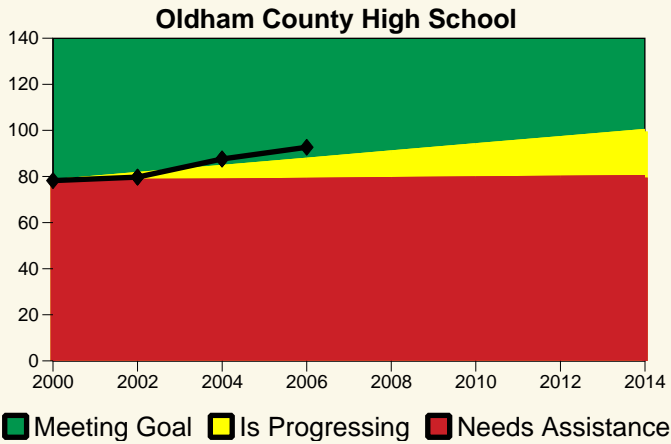
Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Dear Parents/Guardians: Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: Oldham County High, accredited by the Southern Assocaition of Colleges and Schools and recognized as a Kentucky and National Blue Ribbon School of Excellence, serves approximately 1260 students in grades 9 through 12. Eighty-two percent of the 2006 graduates continued their education at the post-secondary level and earned more than 3.6 million dollars in scholarships. A comprehensive instructional program is highlighted by an extensive selection of academic, technical, and career preparatory classes. Students may earn college credit through the Advanced Placement program in thirteen areas, Bellarmine University’s Access Program in seven courses and Jefferson Community College’s dual-credit program in nine courses which are taught on our campus. Multiple work experience programs are also available. Oldham County High also provides a variety of co-curricular and extracurricular opportunities to enhance the development of individual talents and interests.

How Our School Ensures Educational Equity: One goal of the school, as evidenced by the School Improvement Plan, is to provide appropriate instruction to all students. All teachers are being trained in brain compatible instruction, differentiated instructional strategies and best instructional practices. Academic departments are collaborating to promote consistent instruction and expectations.

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	77.7		78.2
2002	80.8	77.7	79.7
2004	83.9	78.0	87.6
2006	87.0	78.3	92.7
2008	90.2	78.6	
2010	93.3	78.9	
2012	96.4	79.2	
2014	99.5	79.5	
Standard Error: 0.5			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky Core Content Tests:

Kentucky’s tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		10th	10th	11th	11th	11th	12th	11th	11th	10th
Novice	School	4%	7%	14%	18%	14%	4%	7%	11%	9%
	District	5%	5%	15%	15%	12%	4%	7%	13%	7%
	State	11%	14%	32%	31%	24%	14%	19%	23%	18%
Apprentice	School	38%	32%	22%	25%	37%	31%	37%	23%	17%
	District	36%	34%	26%	25%	37%	41%	36%	21%	20%
	State	51%	45%	33%	31%	37%	54%	40%	30%	27%
Proficient/ Distinguished	School	59%	61%	64%	58%	49%	65%	56%	65%	74%
	District	59%	62%	59%	61%	51%	55%	58%	66%	73%
	State	39%	40%	34%	38%	39%	32%	41%	47%	56%
Academic Index	School	93.2	94.6	91.8	88.4	78.4	89.5	91.1	96.4	96.7
	District	93.4	95.5	88.4	91	80.5	84.1	92.2	94.8	96.5
	State	77.4	78	66.3	69.7	69.6	67.9	77.1	77.1	79.9

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	9th	9th	9th
School	74%	67%	74%
District	76%	71%	78%
State	58%	50%	51%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	94.9%	2.7%	0.6%	96.9%
District	96.1%	0.9%	0.8%	94%
State	94.3%	3.3%	2.3%	82.9%

Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
68.9%	1.4%	16.4%	5.2%	8%	0%
72.9%	2.1%	11.5%	7.2%	5.2%	1%
54%	2.2%	27.5%	5.4%	7%	3.9%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and Weapons Detection:

Students have been instructed to notify the office immediately when they sense drugs or weapons on campus. When administrators receive a tip, the suspected student is immediately questioned. The School Resource Officer is utilized if a search is required and apprises the student of his legal rights. Parents are notified and school disciplinary procedures are initiated.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	11	15	0
Weapons Violations	1	1	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4751	19:1	6:1	75%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: Oldham County High School continues to integrate the latest technology into the classroom. Students and staff utilize databases, PowerPoint, word processing, spreadsheets, multimedia authoring software, various instructional software programs, the Internet and other online resources to enhance learning and productivity. In addition, students and staff have access to portable presentation devices, digital cameras, scanners, and wireless mobile labs.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	417	39	4	11580

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

ACT Five Year Trend: The ACT is America’s most widely accepted college entrance exam. It assesses high school students’ general educational development and their ability to complete college-level work. The multiple-choice test covers four skill areas: English, Mathematics, Reading, and Science. All Kentucky juniors are required to take the ACT, beginning in the 2007-2008 school year, because of an action of the 2006 Kentucky Legislature. This chart shows our school's progress on the ACT over the past five years.

		English	Math	Reading	Science	Composite
2002	School	21.2	21.3	21.8	21.2	21.5
	District	22	21.8	22.3	21.6	22.1
	State	19.3	19.3	20.4	20.1	19.9
2003	School	21.8	20.9	21.7	21.5	21.6
	District	22.2	21.6	22.3	21.8	22.1
	State	19.5	19.3	20.6	20.3	20.1
2004	School	21.8	21.2	22.1	21.2	21.7
	District	21.9	21.7	22.2	21.5	21.9
	State	19.6	19.6	20.7	20.3	20.2
2005	School	23.1	22.1	23.9	22.4	23
	District	23	22.2	23.3	22.3	22.8
	State	19.7	19.6	20.7	20.3	20.2
2006	School	22.9	22.2	22.8	22.4	22.7
	District	22.7	21.9	22.4	22.2	22.4
	State	20	19.8	20.9	20.4	20.4

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	3%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	11.7	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	97%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	21.5%	39.2%	39.2%	0%	0%	100%